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EXTENSION PERSONNEL TRAINING PROGRAMS

I. General statement of problem and objectives.

The kind, quality, and amount of service which the Extension Service can render depends upon the quality of the personnel. Extension work today demands a broad educational background for each of the approximately 14,000 county, State, and Federal staff members. There is a constant challenge to keep alert to and up-to-date about the ever-changing situation. The turnover and new workers added require the training of 1,500 to 2,000 persons per year. The leaders of the profession who have the responsibility of keeping the present staff up-to-date on new developments and forces affecting rural life need opportunities for advanced graduate study.

The broad aim of extension personnel training is to bring about improvement in the conduct of extension work through increased efficiency and effectiveness of extension workers, and preparing staff members to assume extension positions of greater responsibility.

II. Types of training conducted.

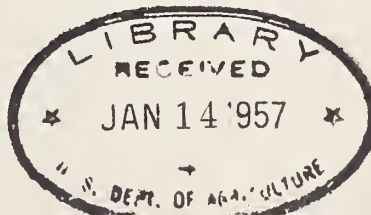
The improvement of extension personnel through training involves three lines of activities:

A. Preservice training.

This area of training deals with the recruiting, teaching, and selecting of personnel for extension employment. It is primarily the responsibility of academic institutions with the assistance and guidance of the Extension Service.

B. Inservice training.

1. Orientation or induction, is the first step in an inservice training program. It is the training given to help a worker get acquainted with the Extension Service and with his part in it.
2. On-the-job training. The continuous process planned to meet the needs of extension workers to help them be well qualified for the responsibilities of their jobs.
 - a. Supervisory guidance. Conferences on group and individual bases.
 - b. Short-term schools. Sessions of organized, intensive, basic courses in cooperative extension education and in related fields, held either at a regionally selected center or as a part of a State's long-time training program. These schools form a part of the institution's collegiate offerings.



- c. Workshops, clinics, seminars, etc. These are intensive short-time concentrated training situations directed at improving one phase of extension work or one group of extension workers.

C. Graduate study.

Training in this area is directed at the improvement of extension professional leadership. It is usually of at least a semester in length at a given time. It may or may not lead to advanced degrees.

III. Guides to the conduct of personnel training.

- A. It should be directed toward definite objectives.
- B. It should be directed toward answering the needs of a region or group of extension workers.
- C. It should be planned cooperatively by the trainers and trainees.
- D. It should be long-time, continuous in character.
- E. It should be planned and carried out to make full use of the best available resources and people.
- F. It should include opportunities for developing potential professional extension leadership.
- G. It should be based upon the best research and scientific information available.

